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ABSTRACT

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication is designed to help teachers and administrators organize secondary reading instruction that will meet the requirements of the revised standards. The document is organized into an introduction; a section on effective reading instruction with chapters on leadership, planning, implementation, and evaluation; a section on staff training; a section listing four references; and a section of appendixes. Appendix A gives forms for a teacher survey of reading, Appendix B details a staff development program for selecting content materials, and Appendix C lists Ohio Department of Education resources. (DCS)

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SECONDARY READING

MINIMUM STANDARDS IMPLEMENTATION SERIES
OHIO DEPARTMENT OF EDUCATION
COLUMBUS, OHIO
1984

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FOREWORD

With the adoption of the 1983 minimum standards, the State Board of Education has established conditions to promote a general education of high quality in all chartered schools. The State Board of Education recognizes its responsibility to give direction to the system of education in the state. At the same time, there is flexibility within standards to establish educational programs that are responsive to local needs.

Minimum Standards for Elementary and Secondary Schools 1983 provide the potential for greatly improving education in Ohio. That potential can be reached through well-structured local and state leadership. To assist responsible implementation of minimum standards, staff in the Ohio Department of Education have prepared an implementation series consisting of fourteen documents. A distinction is made among the publications. Only one, *Procedures for School Evaluations*, is a compliance document. It contains the standards in a format readily used for self-evaluation. School personnel will find information about what is needed for a district and schools within the district to comply with standards. In the remaining publications, an effort is made to specify what the standard requires. Additional information, guidelines, procedural steps, and sample forms may go beyond what the standard requires. The purpose is to assist the local planning process, not to prescribe what shall be in every school in Ohio.

Minimum standards address the public's increasing expectations for schools with a requirement for competency based education in English composition, mathematics, and reading. Three of the publications, *Process Model for Course of Study, Competency Assessment and Testing*, and *Intervention* are aligned in addressing competency based education. A number of options are described for local consideration.

Appreciation is extended to school personnel who contributed to these publications by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION

I. INTRODUCTION

This publication is designed to help teachers and administrators organize secondary reading instruction that will meet the requirements of Minimum Standards for Elementary and Secondary Schools, adopted by the State Board of Education and effective September 1, 1983.

Minimum standards require that secondary schools schedule time for reading instruction. Each seventh and eighth grade pupil must have reading instruction, unless scheduled for foreign language. Each high school must schedule and operate in separately organized classes at least one-half unit (60 hours) of reading instruction within the required forty-five units. All reading instruction must comply with the requirements for competency based education specified in minimum standards.

The responsibility for organizing reading instruction implies a need to define terminology. It is important to view reading as a process in which meaning is derived from written language. In other words, learning to read is learning to use and understand language. It involves

- Visualizing printed symbols
- Decoding printed symbols
- Comprehending words, sentences, paragraphs, and whole passages
- Critically analyzing concepts
- Synthesizing concepts to show relationships
- Evaluating concepts based on previous experience

Meaning does not impose itself through reading. Instead, the reader constructs meaning through interpretation, an active process involving (a) what is in the text, (b) the reader's knowledge base, attitudes, abilities, (c) the reader's experience, and (d) interaction of reader and text.

Current concern regarding reading competency is well-founded, given the advance of technology and its impact on social and economic life. The 1979-80 assessment of reading and literature conducted by the National Assessment of Educational Progress (1981, p. 2) concluded "that a majority of secondary students cannot go beyond initial comprehension to extend and defend their reading of text." This finding reinforces a perceived need to schedule reading instruction, not only in elementary schools, but also in secondary schools. Critical thinking and reading skills become more important for successful living as increased technology and information permeate all facets of society.

INTRODUCTION

Historically, the content and organization of secondary reading instruction have focused almost exclusively on pupils with special needs. Only in a few schools have all pupils had an opportunity for reading instruction addressing skills which permit them to perform successfully in secondary classes (Nelson and Herber, 1982). When secondary reading courses have been scheduled, they frequently have been "remedial" or "corrective."

Concerned citizens, teachers, and administrators may want to consider reading instruction as a basis for the continuing development of reading skills for *all* secondary pupils. Continued reading instruction could be especially useful since it is generally accepted that the process of learning to read, as all learning, is lifelong. More specifically, secondary pupils can benefit from being coached in reading because their textbooks present increasingly sophisticated concepts with complicated language and unfamiliar terminology (Nelson and Herber, 1982).

II. EFFECTIVE SECONDARY READING INSTRUCTION

A. LEADERSHIP

Effective reading instructional programs are characterized by informed and energetic leadership, sound planning, and team work. Educators, pupils, and community members are responsible for the quality of reading instruction. Although responsibility is shared, effectiveness of reading programs is determined by leadership quality. An informed leader committed to the school's reading goals and willing to work toward their attainment becomes a force assuring clarity of program intent and function. Program clarity engenders teacher support and enhances pupil achievement. A good leader encourages these conditions by

- Providing sufficient information for the board of education to adopt policies supporting effective secondary reading instruction
- Maintaining current knowledge of professional literature on reading instruction
- Communicating commitment to reading by (a) promoting staff development activities on reading instruction (b) arranging inter- and intra-school visitations (c) encouraging practices that enhance student achievement in reading (d) arranging for teachers to attend workshops, seminars, and college courses on teaching of reading (e) discussing reading instruction at staff meetings and workshops
- Enhancing teaching and learning environments by (a) providing appropriate library resources (b) involving parents and other citizens, aides, volunteers, and pupils in the reading program and (c) assisting with grouping of pupils
- Selecting effective materials by (a) applying district guidelines for selection and (b) arranging tryouts of instructional materials to determine potential effectiveness
- Assisting with collection and interpretation of assessment data using knowledge of (a) reading survey tests (b) diagnostic reading tests (c) reading inventories (d) skills checklists and (e) interest surveys
- Monitoring program implementation, especially instruction, to assure optimal reading achievement
- Creating appropriate organizational plans and recognizing differences among instructional needs of pupils
- Assuring clear delineation and performance of roles by collaborating with persons assigned reading responsibilities
- Being assertive in communicating facts about the reading program and responding to questions about it

LEADERSHIP

Leadership can be enhanced through involvement of a reading committee. Such a committee might be the source of reliable information on community expectations. It could monitor instruction K-12 to assure sequential development of reading abilities, or the committee could provide another means for informing the community of school goals, practices, achievements, and concerns. Depending on local interests and needs, committee membership might include one or more of the representatives in Table 1.

Table 1
Considerations for Reading Committee Selection

Administrators	Staff	Community	Pupils
Superintendent	Teachers	Parents	Elementary
Assistant Superintendent	Reading Personnel	Interested Citizens	Secondary
Principals	Library Personnel	Business/Industry	
Supervisors	Media Personnel	Labor	
Coordinators of Curriculum	Aides	Organizations	
	Volunteers	Agencies	
	Support Personnel	Higher Education	

The committee must know its role and be held accountable for specific functions that might include

- Clarifying the school or district philosophy regarding expectations for reading instruction
- Recommending goals and objectives for the reading program
- Preparing, distributing, and compiling results of a needs assessment
- Studying and making recommendations on the basis of research and professional literature
- Making recommendations on the basis of observations of successful reading programs in other schools
- Recommending procedures for development of a reading course of study
- Evaluating and recommending appropriate instructional materials
- Making recommendations for staff development programs
- Identifying communication techniques that encourage parent and community involvement
- Making recommendations regarding program evaluation

PLANNING

B. PLANNING

Revised Code Section 3313.60 and minimum standards require boards of education to prescribe courses of study. A reading course of study establishes the framework for a program of reading instruction through specification of a philosophy and delineation of instructional goals and objectives. The reading course of study communicates clearly and concisely the knowledge and skills that students will have opportunities to acquire. In effect, it is a plan that expresses a commitment to teach toward pupil accomplishment of agreed-upon knowledge and skills.

Resources for course of study development would include the Implementation Series publication *Process Model for Course of Study*. Each school district should identify pupil needs and decide the reading program emphasis while developing a course of study. For example, reading instruction could be focused on one or more of the following: developmental, accelerated, adapted, corrective, or remedial purposes. The type of reading instruction will depend largely on decisions regarding the school reading philosophy. Questions to be considered might include

- Should instruction be provided with emphasis on refining current skills and building new skills for all pupils?
- Should instruction be provided with emphasis on enrichment and greater use of reading skills for proficient pupils?
- Should instruction be modified to accommodate pupils with handicapping conditions?
- Should instruction be designed to maintain competency through correction of specific skill deficits?
- Should instruction be provided in a sequential manner focusing on the development of basic skills?

An important planning function is identification of pupil reading needs. The status of reading achievement relative to local expectations can be determined through needs assessment. This identification is appropriate at two times: while developing a course of study and while evaluating an existing program.

Local expectations are usually less specific early in program development. Results of needs assessments can be used to sharpen and convert vague expectations to goals and objectives that form the basis for instruction. In comparison, needs assessments conducted for formative evaluation purposes are based upon already established goals and objectives. The results can be used to improve performance or to refine established purposes.

PLANNING

When planning a needs assessment for program development purposes, it is helpful first to establish a set of program possibilities. These possibilities become a framework for developing questions that identify potential areas of need. Program possibilities can be found in the professional literature. For example, five categories of secondary reading instruction (developmental, accelerated, adapted, corrective, remedial) discussed on pages 13-16 are useful for developing a needs assessment. Questions can be written to discover specific categories of discrepancies between the actual performance and that which is expected. Reference to program possibilities is useful for ordering needs assessment items that will answer:

- How well do pupils presently read?
- What level of performance should pupils attain?
- What is the discrepancy between expected and actual levels of performance?
- How can the discrepancy between the expected and actual be resolved?

How well do pupils presently read? An answer to this question involves judgments made on the basis of valid and reliable data. Several instruments and techniques, ranging from formalized testing (commercially prepared norm-referenced tests and criterion-referenced tests) to less formal techiques (rating scales and observation or behavior checklists), can be used for gathering data on pupil performance, i.e., how well pupils presently read. An annotated list of these techniques appears in the Implementation Series publication *Competency Assessment and Testing* under the heading "Assessment/Test Distinction." All these techniques are appropriate for needs assessment; however, each school district must decide which is best, given its aim and resources.

What level of performance should pupils attain? School districts are responsible for making decisions regarding desired pupil outcomes in all subjects. Simplistic solutions, such as "all pupils will score at or above national norms for each grade level" are clearly unreasonable. Rational means should be used, and facts regarding normative data and criterion-referenced data should be understood when establishing expected levels of performance. In-depth discussion on setting performance levels is provided in *Competency Assessment and Testing* under the heading, "What Performance Standards Will Be Set?"

What is the discrepancy between expected and actual performance? Assuming a match between performance objectives and assessment items, test scores will indicate areas of convergence and discrepancy in student performance compared to district expectations. Because areas of convergence and discrepancy become the basis for "needs" identification, measurement and analysis techniques should be as

precise as possible. Similarly reports should be well organized and clearly written.

How can tne discrepancy between the expected and actual be resolved? People frequently confuse discrepancies and needs. A discrepancy is a "lack" of something. A need is a proposed course of action to eliminate the discrepancy. While discrepancies can be identified through assessments of pupil performances, needs can be identified only through exercises of judgment. Persons capable of suggesting needs include citizens, pupils, and educators. However, because needs are proposed courses of action, any suggested need should be considered in light of the professional knowledge base. That is, do professional literature and experience suggest that a proposed course of action will result in desired outcomes? Failure to distinguish between discrepancies and needs and failure to make professional judgments regarding suggested needs can result in costly waste for the school district and for pupils.

Until now, the needs assessment discussion has focused on pupil performance. Other areas, including personnel and fiscal resources, should be considered. For example, a needs assessment might address the following:

1. Current reading program
   a. What types of reading programs exist?
   b. How much time is provided for reading instruction?
   c. Is pupil reading potential maximized?
   d. Why are some pupils not achieving?
   e. Should reading attitudes be addressed?
   f. How should reading interests be influenced?
2. Personnel
   a. What types of professional preparation in teaching reading does the staff possess?
   b. What are teacher attitudes toward teaching reading?
   c. In what areas of reading instruction (e.g., technical vocabulary, comprehension, study skills) does the teaching staff need additional training?
   d. What types of training would be most effective?
   e. When and in what sequence should training occur?
   f. Who is available to assist classroom teachers with diagnosing pupil strengths and weaknesses?
3. School Facilities
   a. Does the school have an area(s) equipped for reading instruction?
   b. What are the size, location, and resources of the school library?
   c. What reading resources and materials are available in the classroom? elsewhere in the building?

4. Materials
   a. Are textbooks appropriate for pupils in terms of reading difficulty and pupil interest?
   b. What types of supplemental reading materials are available?
   c. Are computers and appropriate software available for use in reading instruction?
5. Fiscal Resources
   a. What portion of the budget is allocated for the reading program? For what are the funds allocated?
   b. Is the reading program supported through means other than general revenue funds?
6. Professional Resources
   a. What use is made of consultants in the Ohio Department of Education, colleges and universities, and specialized clinics and reading centers?
   b. Is there a professional library at the school with professional books and journals on reading instruction?

Other useful methods of collecting information about the existing reading program include

- Displaying a suggestion box for teachers, parents, and pupils to identify ways to improve reading instruction
- Sharing staff reports on visitation to other schools
- Holding conferences with established curriculum or reading committees
- Maintaining a schedule of classroom observations followed by conferences to identify means for improving reading instruction (observers might be teachers, supervisors, or outside consultants)
- Examining pupil achievement test data with staff to identify patterns of success and areas of need

Surveys and other assessment instruments can be developed either by the staff training committee or the reading committee. Needs assessment is not completed until results are tabulated, summarized, disseminated, and recommendations are made for program improvement.

Results of any needs assessment are useful only if they are converted to programmatic statements and action. Clearly and accurately stated needs ease formulation of program goals and objectives. For further information on program planning, refer to the Implementation Series publication *Process Model for Course of Study*. This publication presents a discussion of procedures for constructing courses of study and competency based education programs.

IMPLEMENTATION

C. IMPLEMENTATION

Seventh and eighth grade reading instruction must be scheduled for all pupils not enrolled in a foreign language course; thus, the reading program must provide for wide-ranging needs. High schools must schedule and operate one-half unit (60 hours) of reading. Reading must be a separately organized class, and instruction must be provided in accordance with a reading course of study. Because minimum standards require reading to be a separate course, it may not be taught as a part of English classes.

Teachers holding elementary certification may teach reading to seventh and eighth grade pupils. Teachers holding high school certificates validated for reading and those with reading specialist certificates also may teach reading at this level. Reading classes in high school must be taught by teachers certificated for reading at the secondary level. Further information regarding certification for reading can be found in the Implementation Series document *Procedures for School Evaluations.*

Reading instruction must be based on teachers' daily lesson plans that are designed to implement the reading course of study. Although minimum standards do not specify the format for lesson plans, it is suggested that they include

- Pupil performance objectives
- Means for identifying pupil instructional and intervention needs
- Materials and environmental factors for appropriate instruction
- Instructional strategies (teacher and student behaviors)
- Criteria and procedures for judging pupil attainment of performance objectives

Thoughtfully developed plans communicate what is expected of pupils and include activities that cause pupils to think.

Inservice training on lesson planning may be necessary for administrators and teachers. Content area teachers should participate since they share responsibility for reading instruction.

Effective implementation of a new reading program may require substantial communication and supervision. Frequent observation of reading instruction coupled with a format identifying specific instructional activities is essential. Observations may be made by teachers, supervisors, or administrators.

Effective reading instruction assumes that learning to read is complicated and is connected with the complex process of language development. Any attempt to teach reading without considering how language develops throughout the entire curriculum may result in failure. For this reason, reading can be said to be horizontally and vertically relevant; that is, reading should be addressed in all subjects and across all grades K-12.

IMPLEMENTATION

Effective reading instruction begins with the reading teacher and is reinforced by content area teachers, using reading techniques applicable to their subjects. Content area teachers should identify concepts and vocabulary critical to their subjects and should assist pupils in understanding them. Efforts should be directed toward improving comprehension, study skills, and vocabulary.

Effective reading instruction, whether developmental, accelerated, adapted, corrective, or remedial, contains the following elements:

- Listening skills
- Oral language (speaking)
- Word (and meaning) development
- Concept development
- Study skills
- Comprehension development
- Viewing skills
- Thinking
- Writing
- Literary appreciation
- Value reading as a learning tool
- Learning to read as a lifelong process

In addition, effective reading instruction involves the use of a variety of materials, diagnosis of individual pupil needs, and grouping for specific instructional purposes.

Seventh grade students frequently experience reading problems even though they have had extensive reading instruction throughout the elementary grades. Causes are seldom singular or simple; rather, they often result from combinations of two or more of the following:

- Physical disability (e.g., visual, auditory)
- Learning disability (e.g., ability to discriminate, memory)
- Attitude towards reading (e.g., at home, among peers, socio-cultural)
- Lack of maturity
- Significantly limited or different experiential background
- Egocentricity (i.e., an inability to see other interpretations)
- Pattern of failure
- Not motivated intellectually
- Non-native speaker of English
- Lack of appropriate and extensive reading at previous levels of schooling

These problems might become evident during a general needs assessment but probably will become apparent while diagnosing individual students. Once a problem is identified, a judgment must be made regarding a program of action. Will the need be addressed by the school? How? Who will be involved?

IMPLEMENTATION

Throughout this publication, references have been made to five kinds of reading instruction (developmental, accelerated, adapted, corrective, and remedial). Each school must decide on program purpose(s). given locally identified needs (Table 2).

Developmental

A developmental reading program addresses pupils in all grade levels, encompasses the entire curriculum, and involves a school commitment to help each pupil become a proficient reader. Developmental programs are based on a premise that each pupil will receive reading instruction adjusted to maturity and achievement level. Effective developmental reading instruction is characterized by attention to readiness, mastery of reading skills, appropriate instructional level, diverse instructional material, and diagnosis of reading problems.

Goals are immediate and practical with the general purpose being to develop, reinforce, and extend reading and study skills applicable to printed materials for all content areas. Content area teachers should be involved in a developmental reading program because reading skills differ across science, history, mathematics, and other subjects. Content area teachers need to analyze their materials to identify unique uses of vocabulary and conjunctions and to help pupils and reading specialists become familiar with these.

Accelerated

A pupil need not be excluded from reading instruction after being identified as above average in ability and performance. Instructional programs designed for the above average reader should enhance versatility, extend vocabulary knowledge and usage, focus on literary interpretive skills and appreciation, and should emphasize creative expression and critical evaluation.

Adapted

Adapted reading instruction is designed for pupils with severe reading disabilities. Because other learning problems typically are related to reading disabilities, adapted instruction involves different expectations for pupils and a modified pace of instruction.

Conditions contributing to the need for adapted instruction include mental retardation, severe learning disabilities, physical handicaps, and emotional disturbances. Often, these pupils are seriously disabled in language skills but are still expected to learn in academic areas requiring reading and writing competency. Assistance in planning and implementing an adapted program may be obtained from the Division of Special Education, Ohio Department of Education.

IMPLEMENTATION

Corrective

A corrective program focuses on elimination of specific deficiencies. Continuous assessment and alternative teaching strategies characterize programs designed to correct specific problems. Corrective instruction involves reteaching or additional practice of skills previously introduced. The following are examples of corrective strategies:

- Helping an individual pupil who is having difficulty (individual assistance)
- Assisting a few pupils experiencing the same problem (small group assistance)
- Reteaching an entire class (large group)

The process of corrective reading may be a part of the intervention component of competency based education program (see *Intervention* in the Implementation Series). The major benefit of corrective instruction is that a pupil can profit from adjusted, reasonably short-term instruction.

Remedial

Remedial instruction involves intensive diagnostic and prescriptive teaching. Although pupils in remedial instruction generally lack basic reading skills, the normal learning modes and processes are intact. The expectation is that a serious reading skill deficit can be eliminated or reduced. Skill improvement can be accomplished by a specialist in small classes. Pupils with severe reading difficulties require individual assistance. These pupils should continue to receive appropriate reading instruction in all content area classes to ensure transfer of skills taught in remedial classes.

Some schools may find it necessary to operate remedial programs for pupils who fail to attain the performance objectives designated in locally developed competency based education programs.

Table 2

Categories of Secondary Reading Instruction

	Developmental	Accelerated	Adapted	Corrective	Remedial
WHO:	All pupils	Pupils performance above average	Pupils with handicapping conditions Severely disabled readers	Pupils with a particular skill deficit	Pupils performing below average in reading
HOW:	Sequential skills development and application of skills in the content areas	Instructional pace accelerated and scope broadened	Sequential skill development through modification of environment and/or materials	Reteaching skills and providing additional practice	Sequential skills development Diagnostic and prescriptive teaching Individual and small group instruction
WHY:	Emphasis on defining skills already possessed and building new skills Emphasis on development of independent study and interpretation	Emphasis on enrichment with greater use of critical thinking and reading skills	Emphasis on modifying curriculum in accommodating pupil limitation	Emphasis on maintaining competency in reading	Emphasis on improving basic reading skills
WHAT:	Basal readers, Trade books, Textbooks, Computer assisted instruction and computer managed instruction	Modify content materials Use supplemental materials, Reference materials, Computer assisted instruction	Special equipment or materials	Modify content materials Use supplemental materials, Different instructional strategies	High-interest and low-vocabulary material Computer assisted instruction
WHERE:	Classroom Reading laboratory/class Library	Classroom Library	Reading class Classroom Special education classroom	Classroom Library	Reading class
PERSONNEL:	Reading specialist Classroom teacher Librarian	Reading specialist Classroom teacher Librarian	Reading specialist Classroom teacher Special education teacher	Reading specialist Classroom teacher Librarian	Reading specialist

EVALUATION

D. EVALUATION

The purpose of this section is to discuss considerations for evaluation of the reading program. More detailed information on general program evaluation can be found in the Implementation Series publication *Process Model for Course of Study.* Similarly, information on evaluation of pupil performance appears in two other publications from the same series, *Competency Assessment and Testing* and *Intervention.*

Well-planned program evaluations can enhance instructional effectiveness by re-establishing priorities regarding program goals, instruction, and resource allocation. Accurate data on pupil performance, adequacy of program components, and socioemotional climate of the program can be used to improve the reading program. Information on techniques for gathering and using data on pupil performance appears in *Competency Assessment and Testing.* Program components can be evaluated by collecting information on (1) instructional strategies, (2) instructional resources, (3) testing instruments, and (4) goals and objectives specified in the course of study. Sample questions follow for each area.

1. Instructional Strategies
   a. Are instructional strategies appropriate for pupil needs and individual teacher strengths?
   b. Are instructional strategies appropriate for the category of instruction identified as a need, i.e., developmental, accelerated, adapted, corrective, or remedial?
   c. Are lesson plans developed in accordance with subject objectives? Do lesson plans promote teacher follow-up?
   d. Are pupils assigned to the appropriate program?
   e. Are teachers' management skills sufficient for handling instructional differences? application of diagnostic and prescriptive techniques? assignment of supplemental staff?
   f. Are teachers trained sufficiently for teaching reading?
   g. Are teacher-pupil and teacher-parent conferences held on a regular basis? according to district guidelines?
2. Instructional Resources
   a. What are the most effective materials used?
   b. What are the least effective materials used?
   c. Are aides or volunteers trained appropriately?
   d. What is missing in meeting program goals and objectives?
   e. Is enough money budgeted to meet program needs?
3. Testing Instruments
   a. Do tests appropriately measure course of study objectives?
   b. Is the number of teacher-made tests appropriate? standardized tests?

4. Goals and Objectives
   a. Are course of study objectives being met?
   b. Do course of study goals and objectives need to be redefined?
   c. Should the course of study be revised?

Comparing the reading program to criteria developed by professional organizations is sometimes useful and important. For example, a school may choose to evaluate its reading program using a checklist similar to that in Table 3.

Table 3
Checklist for Effective Reading Instruction

Directions: Place (X) before each item that characterizes your reading program.

1. Staff attitudes are based on these assumptions:
_____ (a) that the school can have a significant impact on the academic achievement of its pupils
_____ (b) and that pupils can master reading skills
_____ 2. Responsibility for teaching reading is shared by the total staff
_____ 3. Appropriate staff training is provided for improvement of teaching skills
_____ 4. The reading curriculum is well defined in terms of subject and pupil performance objectives
_____ 5. Communication is encouraged by giving teachers an opportunity to meet and discuss types of reading skills expected of pupils at various grade levels
_____ 6. Adequate time has been committed to assess, plan, implement, and evaluate reading instruction
_____ 7. Both formal and informal evaluations are provided as a means of measuring program effectiveness

(Adapted from Guthrie, J.T. *Comprehension and Teaching: Research Reviews.* Newark, DE: International Reading Association, 1981.)

STAFF

III. Staff Training

Although teachers receive preservice training in the teaching of reading, well-planned, long-term training may be needed. Improved reading instruction is more likely with intensive training of staff and administration.

Staff training programs can be planned comparable to means used for course of study development. Effective training for teaching reading has clear purposes derived from teacher needs related to the reading course of study. The guidelines below can be helpful in planning and implementing a training program for reading instruction.

Obtain commitment from school or district. A board adopted policy for staff training can establish direction and commitment permitting allocation of appropriate training resources.

Identify an individual to be responsible for organizing and planning. One person should be assigned leadership responsibilities that include coordination of planning, implementation, and evaluation.

Conduct a staff needs assessment. Needs of staff members can be identified by comparing current knowledge and skills to those necessary for assuring pupil attainment of course of study objectives. The needs of administrators and supervisors should be identified in addition to those of reading specialists and content area teachers.

Plan specific activities. Training activities should focus on attainable goals and objectives. Results of the needs assessment will play a major role in deciding program content. Communication with participants through advanced notices and other forms of publicity will minimize conflicts with other school-related activities.

Participation should be required. Teachers, administrators, aides, and volunteers should participate in the training program.

Provide incentives. Released time, professional growth, college credits, and stipends are good motivators. Also, encouraging teachers to conduct training can enhance motivation.

Ensure that training is developmental. The training program should guard against sporadic or haphazard meetings showing lack of planning. "One shot" sessions with outside consultants who have no idea of program goals or objectives may not be productive.

Be professional. Conduct staff development activities in a professional manner by starting and ending on schedule, making participants feel important, and organizing sessions to gain maximum benefit.

STAFF

Evaluate training and other staff development activities. After each activity, participants should evaluate the session. The evaluation should be reviewed carefully by the planners. Suggestions for program changes, topics, and speakers should be given careful consideration and improvements should be implemented immediately (Shanker, 1982).

Follow-up is important. For example, what responsibilities will participants and administrators assume to ensure that training is applied to benefit pupils? Establishing a network of individuals competent in the content covered during training can aid in implementation of new approaches.

Table 4 may be used to check progress in providing successful staff development programs. The three tasks of planning, implementing, and evaluating are supported by activities to ensure that the staff development program meets the needs of staff. For additional information, consult *Staff Development Leadership: A Resource Book* (see Appendix C).

Table 4

Checklist to Ensure Successful Staff Development

PLANNING	IMPLEMENTING	EVALUATING
____ Involve administrative staff in development activities beyond the conception and maintenance stages.	____ Provide participants time to analyze their beliefs and feelings before starting staff development activities.	____ Follow-up activities are planned which may include:
____ Plan staff development activities with goals and objectives.	____ Encourage participants to view themselves as "agents of change."	____ classroom visitations to provide encouragement and support
____ Develop activities which reflect the assessed needs of the participants.	____ Present information in small segments so participants can grasp meaning quickly.	____ opportunities for participants to ask questions
____ Involve participants in planning staff development activities.	____ Provide activities which include the use of the participant's actual classroom materials.	____ opportunities to generate new ideas for future staff development
	____ Provide activities which include demonstrations of new methods and materials.	____ Evaluations should be compiled, analyzed, and the results disseminated to the participants.
	____ Provide sufficient time to learn and practice proposed new ideas prior to classroom implementation.	

REFERENCES

Guthrie, J. T. *Comprehension and Teaching: Research Reviews.* Newark, DE: International Reading Association, 1981.

Nelson, J. & Herber, H. L. Organization and management of programs. In A. Berger and H. A. Robinson (Eds), *Secondary School Reading: What Research Reveals for Classroom Practice.* Urbana, IL: ERIC Clearinghouse on Reading and Communication, 1982.

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature. (Report No. 11-L-01) Denver, CO: National Assessment of Educational Progress, 1981. (ERIC Document Reproduction Service No. ED 209 641).

Shanker, J. L. *Guidelines for Successful Reading Staff Development.* Newark, DE: International Reading Association, 1982.

APPENDIX A

Teacher Survey of Reading

Part A. Background Information

1. Present position (check one)
   - ____ classroom teacher
   - ____ administrator
   - ____ curriculum specialist
   - ____ other (please specify)

   _____

   _____

2. Present grade level teaching

   _____

3. Years of teaching experience

   _____

4. Educational background (Indicate degree(s), area(s) of specialization, courses taken in reading.)

   _____

   _____

   _____

5. Previous inservice experience (Indicate type, dates, and your reactions, if possible.)

   _____

   _____

   _____

APPENDIX A

Part B. Content

Please rate each item below in two ways. In the first column, indicate the importance of each topic as follows:

1. Essential to my teaching
2. Important to my teaching
3. Somewhat important to my teaching
4. Not important to my teaching

In the second column, indicate your needs as you perceive them for each of the items:

1. Need much help in this area
2. Need some help in this area
3. Need no help in this area

(Space is provided for additional items you may wish to add.)

Specific Instruction	Importance Rate 1-4	Need Rate 1-3
1. Technical Vocabulary (content)		
2. Pre-Reading Activities		
3. Identifying and Teaching Concepts		
4. Material Resources Assessment		
5. Comprehension		
6. Study Skills		
7. Working With the Reluctant Reader		
8. Student Assessment		
9. Others:		

Part C. Inservice Approaches

Please rate each of the possible inservice activities as follows:

1. Sounds like a superior idea.
2. Sounds like a good idea.
3. Sounds like a fair idea.
4. Sounds like a poor idea.

(Space is provided for additional activities you may wish to add.)

APPENDIX A

Inservice Activities	Rate 1-4
1. Observe Demonstrations	
2. Listen to Lectures	
3. Participate in Group Discussions	
4. Schedule Visits to Other Reading Classes in The District	
5. Viewing Videotape Recordings of Model Teaching Techniques	
6. Participate in workshops by *Local Resource People* by *Outside Consultants (i.e., book companies, university, State Department of Education)*	
7. Being Observed and Receiving Feedback From Supervisor(s)	
8. Being Observed and Receiving Feedback From Consultant(s)	
9. Attend Conferences or Institutes	
10. Take University Courses	
11. Attend Districtwide Workshop Day	
12. Receive Computer Assisted Instruction	
13. Others:	

Part D. Preferred Time

Please indicate the days of the week and times during the day you prefer inservice activities.

(Adapted from: Shanker, J. L. *Guidelines for Successful Reading Staff Development.* Newark, DE: International Reading Association, 1982.)

APPENDIX B

Appendix B

A Model Staff Development Program For Selecting Content Materials

Title	Selecting Content Material—"Readability—What's Involved?"
Participants	Content teachers, administrators, aides, volunteers
Materials	Textbooks Microcomputer/minicomputer with terminal Software for running readability formulas Handouts
Time	2½-3 hours
Format	Workshop
Objectives of Workshop	1. To enable participants to determine readability level of print materials 2. To enable participants to analyze print materials for readability factors that influence text comprehension 3. To enable participants to use a standardized objective approach in analyzing varied basic series of print materials in order to select appropriate sources for a particular group of pupils
Presenter	School reading specialist
Activity or Workshop Activities	Activity 1—Working With Readability Formulas • A presentation on readability formulas will be given including a description of the most commonly used readability formulas. • Using some of the more popular readability formulas, participants will determine the reading grade level of various content material used by their pupils. • Participants, working in teams of two or three, will use a microcomputer or a terminal hooked up to a minicomputer to run a readability test on several types of content material. • Comparison of grade levels of materials will be made. A brief discussion will follow on advantages and disadvantages of readability formulas. Activity 2—Analyzing Text • A presentation on the role of text during the comprehension process will be given. Participants work through examples of text that (a) reinforce importance of prior knowledge of concepts, (b) stress importance of coherence to the comprehension process, and (c) show various ways information can be structured. • Classroom activities that aid pupils in recognizing organization of content material will be presented.

APPENDIX B

Activity 3—Evaluating Textbooks

- Participants divide into small groups that may be formed by content area or grade level. Each group evaluates a textbook(s) according to a readability checklist provided.
- After the evaluation, each group will develop a list of strengths and weaknesses of each textbook. This information will then be shared with the total group.

Description of follow-up activities

a. Immediately following the end of the workshop, participants will have an opportunity to evaluate the effectiveness of the workshop activities by completing an evaluation form.

b. A person(s) will be designated to collect the readability checklists and summary lists. This information will be compiled and distributed to each participant.

c. Teachers should be encouraged to incorporate activities that aid pupils in becoming more aware of how information is presented in content materials.

d. Grade level or content area teachers will be asked to preview new material according to the readability checklists.

e. A textbook selection committee will be established.

Handouts

Materials for the workshop could include the following handouts:

a. Fry Readability Formula
b. Cloze Procedure
c. Textbook Evaluation Form
d. Readability Checklist

FRY READABILITY FORMULA

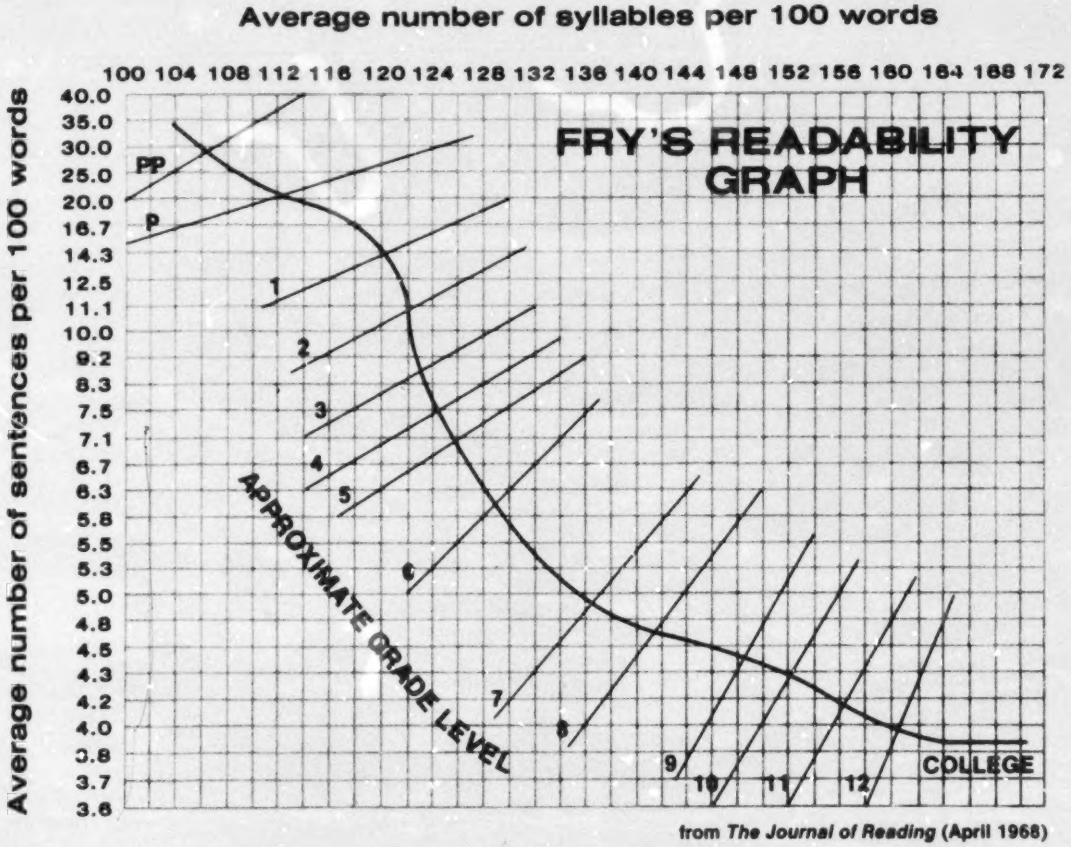
The Fry Readability Formula analyzes in detail sentence length and word length to provide a numerical value equal to grade level. This formula also considers idea density and complexity; longer sentences and longer words indicate ideas being more dense and more complex.

Such a formula does not consider meaning, appropriateness, interest level, nor nature of content.

APPENDIX B

The Fry Readability Formula includes the following steps:

1. Select three one-hundred-word passages from near the beginning, middle and end of the book.
2. Count the total number of sentences in each hundred-word passage (estimating to the nearest tenth of a sentence); average these numbers.
3. Count the total number of syllables in each hundred-word sample. Average the total number of syllables.
4. Plot on the graph average number of sentences and average number of syllables.
5. This derived point will fall within an area on the graph. The areas correspond to grade equivalencies from pre-primer through college level. If a grade point cannot be located, project the approximate area within which the point would fall or state the level as indeterminable by this graph.



from *The Journal of Reading* (April 1968)

APPENDIX B

CLOZE PROCEDURE

USES

A. To facilitate a match between reading ability and instructional material

B. To estimate grade level on which the pupil is reading

C. To teach application of content clues

D. To teach synonyms or antonyms

E. To strengthen word recognition

PROCEDURE

A. Diagnostic

1. Select a passage of not less than 250 words from graded materials.
2. Retype the passage, deleting every nth word (usually every 5th or 7th word). Replace deleted words with blanks of uniform length.
3. Keep the first and last sentences intact.
4. Have the pupil read the passage and fill in the blanks. This untimed activity can be done orally or silently.
5. Count the number of responses that match the wording in the original selection.
6. Score by figuring the percentage of correct responses (spelling doesn't count).
   a. count the number of blanks in the passage
   b. count the number of blanks completed with the exact omitted words
   c. divide the number of exactly replaced words by total number of blanks
   d. multiply this figure by 1.67 to determine average comprehension

   Example: 22 exact replacements
   50 blank spaces
   $22 \div 50 = 44\%$
   $44 \times 1.67 = 73.4\%$
7. Continue with progressively difficult materials until the pupil's level has been identified.

   Frustration Level—Research indicates a range from 31% - 40%. Teacher judgment should be used to diagnose the pupil who scores in this range.

   Instructional Level—40% - 60% correct responses.

   Independent Level—Above 60% correct responses.

APPENDIX B

B. As a Teaching Technique

By controlling the deletions according to which skill is being taught, the Cloze Procedure becomes a teaching tool. For example, one could teach synonyms by leaving out words for which the child could supply synonyms. Similarly, one could teach antonyms, adjectives or adverbs. Word recognition skills can be strengthened by leaving out one word of a sentence while supplying the first letter of the deleted word. Comprehension can be improved through a regular use of Cloze. Structural skills can be taught by deleting words with a specific skill, i.e., word endings.

C. Precautions

1. A large number of deletions for a given passage (especially in geography, history and biographic material) could include a number of proper nouns. This would influence responses.
2. The exact replacement technique can seem a bit stringent, especially when certain words have a number of legitimate synonyms.
3. The "newness" of material or lack of pupil's experience could influence responses.
4. Pupils should be given practice exercises using the Cloze technique prior to using a Cloze assessment.

EXAMPLE OF CLOZE PROCEDURE

As teachers move toward more individualized instruction, people acquainted with specific need in "problem" areas, such as reading, will be of increasingly greater assistance in fulfilling the variety of needs in the classroom. When the teacher realizes ___(1)___ one of his/her pupils ___(2)___ difficulty with the content ___(3)___ because of a lack ___(4)___ reading skills, one of ___(5)___ options available is to ___(6)___ with a reading specialist. ___(7)___ making an initial assessment ___(8)___ what might be needed ___(9)___ terms of individualized reading ___(10)___, the teacher, then shares ___(11)___ perceptions with the specialist. The teacher, in turn, views the situation firsthand in order to make an individual assessment.

Did you fill in these answers? 1. that 2. has 3. material 4. of 5. the 6. consult 7. After 8. of 9. in 10. instruction 11. these

APPENDIX B

TEXTBOOK EVALUATION FORM

Title: _____ Author(s) _____

Publisher: _____ Copyright Date: _____

Subject Area: _____ Grade: _____

Readability Level: _____ Formula Used: _____

Textbook Aids and Reading Helps

Please check appropriate column:	Excellent	Good	Fair	Poor	Not Included
1. Preface, Introduction					
2. Table of Contents					
3. Glossary					
4. Subject Index					
5. Unit Prologues					
6. Chapter Prologues					
7. Chapter Summaries					
8. Chapter/Unit Study Questions					
9. Unit Epilogues					
10. Marginal Notes: a. Footnotes					
b. Pronunciation Helps					
c. Illustrative Materials					
d. Abbreviations					
11. List of Supplemental Suggested Readings/References					
12. Illustrative Materials: a. Photographs, Drawings					
b. Charts, Graphs, Diagrams					
c. Maps					

Note: See also Implementation Series publication *Materials Selection Guidelines.*

APPENDIX B

	Excellent	Good	Fair	Poor	Not Included
d. Timelines					
e. Tables					
f. Instructions Given on How to Read or Interpret "a" Through "e" above					
13. Use of Color for Emphasis					
14. Use of Bold-Face Print for Emphasis					
15. Use of Italics for Emphasis					
16. Short Line, Column-Length Format					
17. Material is Without Discrimination on the Basis of Age, Color, National Origin, Race, or Sex.					
18. Other: (Please Specify) a.					
b.					
c.					

19. How are new or important terms introduced?

a. _____ List

b. _____ Bold Type

c. _____ Italics

d. _____ Colored Ink

e. _____ Marginal Notes

f. _____ Through Content Only

g. _____ Through Content with Definitions

h. _____ Other:

_____

_____ DATE

_____ EVALUATOR

APPENDIX B

READABILITY CHECKLIST

This checklist is designed to help you evaluate the readability of your classroom texts. It can best be used if you rate the text with a specific class in mind. Be sure to compare the textbook to the grade level intended rather than to another text. Your goal is to find which aspects of the text are above or below grade level. Finally, consider supplementary workbooks as part of the textbooks and rate them together.

Textbook title: _____

Publisher: _____

Copyright date: _____

Rate the questions below using the following rating system:

5 — Excellent
4 — Good
3 — Adequate
2 — Poor
1 — Unacceptable
NA — Not applicable

Understandability

A. ____ Are assumptions about pupils' vocabulary knowledge appropriate?

B. ____ Are assumptions about pupils' prior knowledge of this content area appropriate?

C. ____ Are assumptions about pupils' general experiential backgrounds appropriate?

D. ____ Does the teacher's manual provide ways to evaluate and develop the pupils' conceptual and experiential backgrounds?

E. ____ Are new concepts explicitly linked to the pupils' prior knowledge or experience?

F. ____ Does the text introduce abstract concepts by accompanying them with many concrete examples?

G. ____ Does the text introduce new concepts one at a time with a sufficient number of examples for each?

H. ____ Are definitions understandable and at a lower level of abstraction than the concept being defined?

I. ____ Is the level of sentence complexity appropriate for the pupils?

J. ____ Are the main ideas of paragraphs, chapters, and subsections clearly stated?

K. ____ Does the text avoid irrelevant details?

L. ____ Does the text explicitly state important complex relationships (e.g., casuality, conditionality) rather than always expecting the reader to infer them from the context?

M. ____ Does the teacher's manual provide lists of accessible resources containing alternative readings for very poor or very advanced readers?

N. ____ Is the readability level appropriate (according to an appropriate readability formula)?

APPENDIX B

Learnability

A. ____ Is an introduction provided in each chapter?
B. ____ Is there a clear and simple organizational pattern relating the chapters to each other?
C. ____ Does each chapter have a clear, explicit, and simple organizational structure?
D. ____ Does the text include resources such as an index, glossary, and table of contents?
E. ____ Do questions and activities draw attention to the organizational pattern of the material (e.g., chronological, cause and effect, spatial, topical)?
F. ____ Do consumable materials interrelate with the textbook?

Reinforcement

A. ____ Does the text provide opportunities for pupils to practice using new concepts?
B. ____ Are there summaries at appropriate intervals in the text?
C. ____ Does the text reinforce concepts with adequate iconic aids such as maps, graphs, illustrations?
D. ____ Are there adequate suggestions for usable supplementary activities?
E. ____ Do these activities provide for a broad range of abilities?
F. ____ Are literal recall questions provided for the pupils' self review?
G. ____ Do some of the questions encourage the pupils to draw inferences?
H. ____ Do discussion questions encourage creative thinking?
I. ____ Are questions clearly worded?

Motivation

A. ____ Does the teacher's manual provide introductory activities that will capture pupils' interest?
B. ____ Are chapter titles and subheadings concrete, meaningful, or interesting?
C. ____ Is the writing style of the text appealing to the pupils?
D. ____ Are activities motivating? Will they entice pupils to pursue the topic?
E. ____ Does the book clearly show how the learner can use the knowledge in the future?
F. ____ Are the cover, format, print size, and pictures appealing to pupils?
G. ____ Does the text provide positive and motivating models for both sexes and racial, ethnic, and socioeconomic groups?

Readability Analysis (On a separate piece of paper summarize your findings.)

Weaknesses

1) On which items was the book rated the lowest?
2) Did these items tend to fall in certain categories?
3) Summarize the weaknesses of this text.
4) What can you do in class to compensate for the weaknesses of this text?

Strengths

1) On which items was the book rated the highest?
2) Did these items fall in certain categories?
3) Summarize the strengths of this text.
4) What can you do in class to take advantage of the strengths of this text?

(Adapted from: Irwin, J. W. & Davis, C. A. "Assessing Readability: The Checklist Approach," *Journal of Reading*, 1980, *24*, 124-130.)

APPENDIX C

Ohio Department of Education Resources

A Self-Appraisal Checklist for Reading in Ohio's Schools, Columbus, OH: Ohio Department of Education, 1982.

The checklist is organized into seven major categories representing essential aspects of a reading program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other program components may vary, each category is represented to some degree in each school's program. The checklist can be useful in any school in surveying and assessing the existing program and comparing it to a quality program exemplified by the checklist items.

Implementation Series for Minimum Standards, Columbus, OH: Ohio Department of Education, 1983.

Competency Assessment and Testing

The document addresses the assessment requirement of the minimum standards. It helps define, compare, and contrast various options for meeting the competency assessment requirement.

Intervention

The document provides assistance in planning and implementing an effective instruction and intervention component within the competency based education program for English composition, mathematics, and reading. The elements of effective programs, alternative approaches to intervention, and teaching strategies are given.

Procedures for School Evaluations

The purpose of the manual is to assist superintendents, principals, and other school personnel in preparing for onsite evaluations or conducting self-evaluations. A teacher certification dictionary is included.

Process Model for the Course of Study

The publication assists school district personnel in developing courses of study. It serves three purposes: (1) to clarify course of study function in the instructional program, (2) to present a format for developing courses of study, and (3) to provide for the development of pupil performance objectives, an essential part of the competency based education program.

APPENDIX C

National Diffusion Network

The National Diffusion Network (NDN) is a federally funded system making exemplary educational programs available for adoption by schools, colleges, and other institutions. The NDN provides funds to exemplary programs for two purposes: (1) to gain awareness among public and nonpublic schools, colleges, and other institutions of what is offered, and (2) to provide inservice training, follow-up assistance, and, where appropriate, curriculum materials.

Several NDN educational programs address secondary reading. School districts might consider one of these programs when planning staff development programs or curriculum change.

For more information about NDN programs contact:

Office of Inservice Education
Ohio Department of Education
65 South Front St., Room 1013
Columbus, OH 43215
(614/466-2979)

Ohio Testing Handbook, Columbus, OH: Ohio Department of Education, 1983.

The handbook is designed for use by members of the school testing committee to establish an effective school testing program. This model has been field-tested in preservice and inservice settings. Assumptions throughout the handbook indicate that school testing programs must be based on needs, appropriately implemented, and effectively guided by a testing coordinator. A widely representative committee must be involved in developing the testing program.

School and Community Handbook for Reading Improvement, Columbus, OH: Ohio Department of Education, 1981.

The handbook is designed to support active participation in the Ohio Right to Read Week. Ideas and activities are presented to initiate, revitalize, and facilitate local reading improvement efforts.

Staff Development Leadership: A Resource Book, Columbus, OH: Ohio Department of Education, 1983.

This resource provides syntheses of theory, research, and practice about successful staff development programs. Topics covered are (1) current staff development trends in Ohio, including a survey of promising practices; (2) overview of staff development and adult learners; (3) planning and program delivery; and (4) strategies for program implementation.

APPENDIX C

Teaching Teen Reading Series, Columbus, OH: Ohio Department of Education.

The series contains nine publications appropriate for content area teachers in grades 4-12. Topics include diagnostic and prescriptive teaching, instructional concepts, and classroom organization.

The Heart of Instruction, Columbus, OH: Ohio Department of Education, 1977.

The series covers thirteen areas, including psychology of learning, selection and use of teaching strategies, methods for improving communication, techniques for discipline, and other elements of the teaching process. Each topic is treated in a separate publication.

IMPLEMENTATION SERIES

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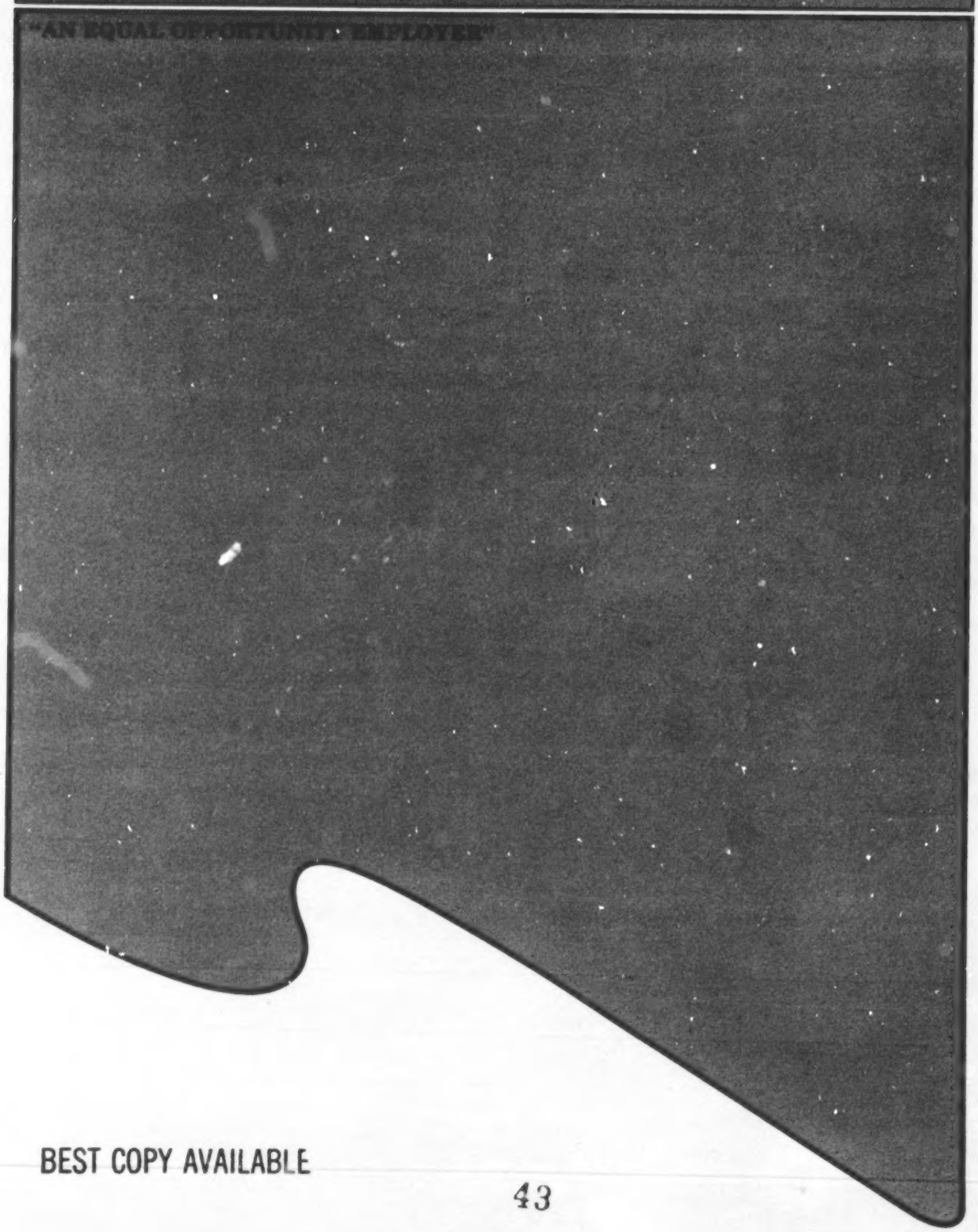

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